

# Partner with whānau and welcome their diverse perspectives

A suggestion for implementing the strategy  
'Leading with moral purpose' from the Guide:

[Leading inclusive schools](#)

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## **Includes:**

- Parent perspective on effective partnership
- Learn about diversity together
- Build culture with deliberate acts of leadership
- Consider barriers to partnership
- Connect with culturally sustaining frameworks
- Reflection questions

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

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Date

11 July 2026

Link

[inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/partner-with-whanau-and-welcome-their-diverse-perspectives](http://inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/partner-with-whanau-and-welcome-their-diverse-perspectives)

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## Parent perspective on effective partnership

Whānau and teachers worked closely together to help a student with low vision to feel less anxious in her first months at school.



Video hosted on Vimeo <http://vimeo.com/945992215>

Closed Captions

Source:

[Ministry of Education](#)

<https://vimeo.com/945992215>

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## Learn about diversity together

Create opportunities to discuss and build shared understandings about diversity and valuing all learners.

- ✓ Be open to learning from and with parents, whānau and your local community and make decisions together.
- ✓ Engage in genuine dialogue with whānau and make decisions together.
- ✓ Create multiple opportunities for your community to ask questions about inclusion and what it would mean for their own child.
- ✓ Invite your community to see activities that explicitly model inclusion at your school, or at another school.
- ✓ Offer presentations or workshops to parents and whānau about the value of including all learners.
- ✓ Create opportunities for students and their whānau to share what valuing diversity means to them.
- ✓ Be ready to articulate your vision for inclusion in language that your community can relate to.

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# Build culture with deliberate acts of leadership

Learn about treaty partnerships and diversity together by connecting with whānau, iwi and community.



Video hosted on Vimeo <http://vimeo.com/172093616>

In this video, a principal talks about deliberate acts of leadership to develop a bicultural school.

Closed Captions

### Source:

[Leadership video kete – Poutama Pounamu](https://poutamapounamu.org.nz/video/deliberate-acts-of-leadership-biculturalism-and-reciprocal-relationships-with-m%C4%81ori-communities)

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## Consider barriers to partnership



"FAMILY-CENTERED APPROACHES"  
GONE BAD.

Source:

[Michael Giangreco](#)

<https://www.uvm.edu/cess/cdci/profiles/michael-f-giangreco-phd>

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# Connect with culturally sustaining frameworks

Learn from whānau using culturally sustaining frameworks. Understand how to meet hauora or wellbeing and learning needs.

For example use dimensions from the Māori health model, Te Whare Tapa Whā

## Taha Whānau – family, people and relationships

- whānau, friends, iwi and hapū
- cultural, religious, social and recreational connections
- professionals working with the family

## Taha Wairua – spiritual well being or life force

- spiritually strengthening aspects for example faith, being in nature, creative activities and meditation
- special interests
- hopes and priorities for ākongā and whānau

## Taha Tinana – physical wellbeing

- physical activity and recreation preferences
- sensory challenges
- medications and allergies

## Taha Hinengaro – mental and emotional wellbeing

- strengths and talents
- dislikes, what can upset them
- signs that the student is beginning to feel upset or anxious
- strategies used to calm students

## Whenua – connection to the land and environment

- important places
- Iwi and hapū maunga – mountains and awa – rivers
- interests in the environment, plants and animals
- connections to people and ancestors.

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## Reflection questions

Consider these questions in your context.

Do our policies, procedures and local curriculum reflect the diversity of our community?

How do we support strong partnerships with learners with additional needs, and their whānau?

Do we actively seek diverse perspectives when making decisions?

How do we support the participation of Māori whānau and Pacific families?

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